



## Department of Psychology and Counseling

PSYC 5345-569: Group Counseling and Therapy

Summer 2022 Online

3 Credit Hours

*"Whenever two people meet, there are really six people present. There is each man as he sees himself, each man as the other person sees him, and each man as he really is." (William James)*

**Instructor:** Ramona I. Grad, PhD, LPC, NCC

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**Communication:** I can be reached via **email**. I will respond to your emails as promptly as possible within 24 hours of receipt Monday-Thursday.

**Online Office Hours:** Tuesdays 8:00AM - 10:00AM CST. Please let me know if you would like [to set up a meeting](#).

## Content Area

**Course Catalog Description**

An introduction to social and interpersonal influences on behavior, group dynamics, developmental stages of a group, and an overview of theoretical approaches to group counseling. Emphasis is on developing group leadership skills. Includes a 10-hour group experience.

**Rationale**

Group counseling is generally considered an effective, efficient modality of treatment and is preferred to individual counseling in many settings. While there is some overlap in the skill sets between individual and group modalities, there are also some pronounced differences. This course allows students to explore the group experience as both a leader and participant while exposing them to the fundamentals of effective group counseling and applicability for client populations.

**Required Text(s)**

- Jacobs, E. E., Schimmel, C.J, Masson, R. L., & Harvill, R. L. (2015). *Group counseling: Strategies and skills* (8th Ed.). Pacific Grove, CA: Brooks/Cole.

**Recommended Text(s)**

- DeLucia-Waack, J. L., & Donigian, J. (2004). *The practice of multicultural group work: Visions and perspectives from the field*. Pacific Grove, CA: Brooks/Cole.
- Hulse-Killacky, D., Killacky, J., & Donigian, J. (2001) *Making task groups work in your world*. Upper saddle River, NJ: Merrill/Prentice Hall.
- Yalom, I. D. & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6<sup>th</sup> ed.). New York: Basic Books.
- Yalom, I. D. (2005). *The Schopenhauer Cure*. New York: Harper Collins.

*\*Additional readings may be recommended/required throughout the semester in response to students' needs or requests.*

*\*\*Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

**Proficiencies for Counselors**

Proficiencies that counselors-in-training must master are derived from two sources: the State of Texas, including the Texas Administrative Code (TAC) and Texas Education Code (TEC), and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Applicable portions for this course include:

- TAC, Title 22, §681.83 *Professional Counselors – Academic Requirements for Licensure – Academic Course Content*
  - (a) An applicant must complete at least one course in each of the following areas:
    - (5) counseling methods or techniques – the methods or techniques used to provide counseling treatment intervention including:
      - (B) the theory and types of groups, including dynamics and the methods of practice with groups;
- TAC, Title 19, §239.15 *Standards Required for the School Counselor Certificate*
  - Standard II. Learner-Centered Skills:* The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:
    - (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
    - (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;
  - Standard V. Learner-Centered Communications:* The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:
    - (2) use knowledge of group dynamics and productive group interaction
- *CACREP Common Core Standards II.G.*
  - 2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
    - b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
  - 5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
    - b. counselor characteristics and behaviors that influence helping processes;
    - c. essential interviewing and counseling skills;
  - 6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
    - a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
    - b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
    - c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
    - d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
    - e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.
- *CACREP Clinical Mental Health Counseling Standards*
  - 1. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. (III.A.5)
  - 2. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society. (III.C.1)
  - 3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help). (III.C.3)

4. Understands the range of mental health service delivery – such as inpatient, outpatient, partial treatment and aftercare – and the clinical mental health counseling services network (III.C.5)
5. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. (III.E.3)
6. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling. (III.I.3)

- *CACREP School Counseling Standards*

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. (III.C.1)
2. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning. (III.C.5)
3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation). (III.I.3)
4. Understands the outcome research data and best practices identified in the school counseling research literature. (III.I.5)

### Student Learning Outcomes & Assessments

The student learning outcomes from this course are as follows:

*Clinical Mental Health Counseling*

6.0 Group Counseling Skills: Students will demonstrate an understanding of both theoretical and experiential aspects of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society, including principles of group dynamics, group process components, group leadership or facilitation styles and approaches, and theories and methods of group counseling.

*School Counseling: Domain II – Planning and Implementing the Developmental School Counseling Program*

5.0 Counseling Skills: School Counseling students will demonstrate knowledge, understanding and competence in fundamental and advanced counseling skills.

### Resources

- **Association for Specialists in Group Work (ASGW)** – [www.asgw.org](http://www.asgw.org)
- **American Counseling Association Code of Ethics** – <http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>
- American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: Author. ISBN-13: 978-1433832178

### Methods of Instruction

#### Teaching Strategies

This course will be conducted completely online. There are 5 (FIVE) mandatory online synchronous meetings with your group facilitator. The course format reflects the diverse and dynamic natures of group work and personal learning styles. Information about group work will be delivered through lectures and didactic video presentations, online group discussions, and structured experiential activities.

I will communicate and collaborate using various technologies that will be discussed below. It is critical to your success that you fully engage through each of these modes of interactions. Quality online courses are designed to provide the student with every learning opportunity that face-to-face contact allows and at the same time, foster independent learning of the course material. Traditional face to face instruction allows for approximately 42hours of in class time and an equal amount of time for homework, readings, and assignments. Therefore, the course is designed to require

approximately 84 hours of clock time to complete. The course is set up in 10 weekly learning units that equate to approximately 8 hours of classwork (lectures, activities, homework, readings) per week.

### Related field experience

This experiential class requires participation in a counseling group. Group participation aligns with “best practices” of the Association for Specialists in Group Work and it meets CACREP standards.

### Supplies

Because this is an online course, the following is required:

- regular weekly internet access
- noise cancelling headset and microphone
- webcam

### Canvas (<https://www.utt Tyler.edu/canvas/>)

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find announcements, assignments, course schedule, discussion boards, links to outside activities and so on. Within each module folder, the activities necessary to successfully complete that module are described in great detail. Take care to examine the module and [get in touch with me immediately](#) if you are not clear about the requirements.

## Course Policies and Requirements

### Informed Consent Statement

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students’ academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty’s responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students’ professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one’s emotional reactions to such experiential class activities and revealing information about one’s personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).
- Students often experience personal growth as they progress through the program. **However, the courses are not meant to be a means of personal therapy.** The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student’s responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

### Attendance Policy

Students are expected to attend class by checking in online at least once a week to listen to lectures, and participate in class assignments. Students are also expected to participate to the synchronous meetings on Zoom at the assigned dates mentioned in the course calendar. **Students are required to attend all synchronous meetings.** Each unexcused absence will result in a one-letter grade deduction from your final grade in the course (e.g., A →B). If there is an extenuating circumstance or emergency that will require you to miss a class, you should notify the professor ahead of time. You will then be asked to write a letter, and/or provide documentation that substantiates the extenuating circumstances which prevented you from coming to class. The instructor will then decide if the absence is excusable.

### Class Punctuality

Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident.

### Use of Technology

This is an online synchronous course. As such, the following are requirements for this course:

- You will need to secure a quiet and private place for you to attend class. It is not appropriate for others to be present in the room in which you are attending class from.
- You must have your video running throughout class, unless directed otherwise by the professor (note: *in the event of a bad internet connection please contact the professor via the chat function on zoom and let them know that you will be turning off video*)
- You will need to consistently secure a strong enough internet connection to support both audio and video options on zoom.
- All students taking this course should have access to a computer with an internet connection that can support the use of Canvas. If you are having trouble logging onto Canvas or uploading assignments please contact the Canvas **helpdesk at (903)566-7439** or email them at **itsupport@patriots.utt Tyler.edu**. You can also receive help by using the **Help tab located on the left side of your Canvas screen, using the Canvas guides, or contacting Canvas help at (844)214-6949.**
- If you are having technical difficulties please alert the professor as soon as possible. Assignments will be accepted through email **only** if there are difficulties with Canvas.
- Word of advice when taking an online course: **Do not wait until the last minute to submit your assignments as this is a sure way to ensure you will have technical difficulties (remember Murphy's law).**

Cell phones are to be turned off or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your pants, purse, backpack, etc. Students who chose to use a laptop computer should only do so for taking notes. **Students who use laptop computers are prohibited from (a) surfing the internet, (b) checking email, and (c) working on other assignments during class.**

### Online Communication

All written communication that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore please respond to your instructor and your colleagues in a professional matter. Please refrain from using texting language (i.e. lol, btw, omg) and/or emoticons (i.e. :- / ,':-) ) in your discussion responses and in communication with your instructor and colleagues.

Other things to keep in mind:

- Open your email with a salutation (e.g., Hi, Hello, Dear Dr. or Ms. X) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address your instructor more formally (Dear Dr. Grad).
- Use complete sentences and avoid jargon, especially text-type words (e.g. C U). This is especially important when sending messages from mobile devices.
- Be aware that using capital letters to express yourself is considered SHOUTING.
- Maintain a professional tone
- Avoid sending email in anger or frustration. Walk away from the computer and wait at least 24 hours.

- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners and discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class via Canvas.

### Patriot E-mail

University policy requires that all e-mail correspondence between students and instructor be done via the **Patriot account ONLY**. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with university policy your instructor will respond **ONLY** to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system. My email address is [rgrad@uttyler.edu](mailto:rgrad@uttyler.edu).

**\*\*Note:** make sure that you do not send emails to [rgrad@patriots.uttyler.edu](mailto:rgrad@patriots.uttyler.edu), as I will not receive these messages.\*\*

### Diversity Statement

Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated. The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states: In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

### Course Feedback and Evaluation

Your constructive assessment of this course plays an indispensable role in shaping education at University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

## Student Performance Evaluation Criteria & Procedure

### Course Assignments

- **Class Introduction Video** (5points)  
During first week, we will use an easy-to use video discussion platform called Flipgrid to do our class introductions. You will be asked to introduce yourself to us in 5 minutes or less by answering questions provided by the instructor. You will have to watch and comment on at least 3 of your classmate's videos. Use this as a time to get to know one another. The Class Introduction Video is due Sunday, May 15 by 11:59 PM [important].
- **Growth Group Experience** (25 points)  
One important aspect of a group counseling course is experiential participation in and observation of a group as it moves from the initial session to termination, thereby allowing students to connect theory to practice. Each student is expected to participate in five sessions **with her or his group**. **There are no make-up sessions**. To minimize the creation of grading bias, groups will be facilitated by professional counselors other than the instructor. Facilitators will be asked to report attendance and participation to the instructor at 5 points per session. Content of the groups will not be shared with the instructor unless ethical, legal, or interpersonal concerns arise that may require remediation for continuation in the program. This assignment assesses CACREP standards II.G.2.b, II.G.5.b, c, II.G.6.a, b, e; CMH: III.I3, and SCH: III. C5, I3.

- **Growth Group Journals** (3 points each – 15 points total)

Growth Group Journals are a component of the growth group experience that is included in this course. Once the growth group starts, you are to keep a weekly journal. Once a week, you are to document your experiences as they pertain to this group. Describe your experiences in group using the following format:

- **Part I: Observations:** Describe what happened in group for the week. Include a general description of what occurred, specific events or interactions that were particularly significant for you, and examples of interactions, nonverbal behavior, or communication patterns that typify what happened in the group. **Please remember to use pseudonyms in place of classmates' real names to help protect their confidentiality.**
- **Part II: Personal Reactions and Reflection:** Discuss your personal reactions to what happened in the group. What do you think and how do you feel (i.e., what were your emotions) about what happened? Describe any personal meanings you gained that you would like to share with the professor. Did you discover something new about yourself or confirm something you already knew? Did you "try on" any new behaviors? How did these behaviors work for you? Specify any plans or goals you want to apply to develop what you learned.

These journals are intended to be personal reflections and should be written in a personal style. Each entry should be typed, using 12point font and double spacing, and be 1-2 pages in length (2 pages maximum). Growth Group Journals are due Sundays by 11:59 PM [important]. This assignment assesses CACREP standards II.G.2.b, II.G.5.b, c, II.G.6.a, b, e; CMH: III.13, and SCH: III. C5, I3.

- **Group Proposal** (25 points)

Create a proposal for a counseling group you would like to organize and lead in either a mental health or school setting. Using APA 7 format, write a proposal in paragraph form that includes:

- Overview
  - Group duration (long term or short term), and whether the group is developmental, preventative, or remedial
  - Group structure and goals (why does the group exist? what is the focus? what might participants gain from the group?)
  - Rationale for group, rather than individual, counseling
  - Group logistics (when, where, and how often the group will meet)
  - Evaluation (how will you evaluate the group, i.e., how do you know the group is accomplishing its goal? How often will you evaluate?)
- Membership
  - Member recruiting (target population, voluntary or mandatory, selection techniques, announced or hand-picked, screening techniques, desired size)
- Leadership
  - Group leadership (leader qualifications, solo leader or co-leaders, member involvement in leadership)
  - Theoretical framework (what framework will you work from? What techniques and procedures might you employ?)
  - Follow-up (what follow-up procedures might you use? How will you help each member assess progress toward his or her personal goals?)
  - Individual consultation (to what extent will you be available for individual work with group members? Will you meet them privately or expect concerns to be brought up in group only? How might you suggest a referral for a particular member?)
- Session format and flow
  - Informed consent (what aspects will you include? what safeguards will you use?)
  - Ground rules (what ground rules will be in place, and how will they be communicated?)
  - Ethics (considerations and guidelines)
  - Group stages (what do you expect to be the characteristics of the various stages of the group? What will be your function at each of these stages? What will be your expectations of each of these stages?)

Please note that the term “at-risk” is a very general one. A student who is at risk because his mother died probably has different needs than a student who did not do well on a STAAR exam. Similarly, a student who did not do well on a STAAR exam may have a very different set of needs than a student who is not turning in homework. Please specifically describe the target membership of the group intervention.

Papers should consist of at least five full pages of content, which does not include title, abstract, or reference pages. Please remember to follow APA 7 format including the section headers provided above, and note that this is a paper, not simply a question-and-answer outline. It should flow as a narrative and cover all of the information involved. Be sure to remove the extra space between paragraphs! Group Proposal is due Sunday July 10 by 11:59 PM [important]. This assignment assesses CACREP standards II.G.5.c, II.G.6.a, b, d; CMH: III.A5, C1, C3, C5, E3, I3, and SCH: III.C1, C5, I3, I5.

- **Final Exam** (25 points)

This exam will be an online, closed-book exam including multiple choice questions. The final will cover group development theories, ethical issues, and multicultural group counseling issues. Content for final exam will be drawn from the in-class PowerPoint presentations as well as the assigned readings. The Exam will take place on August 2 at 5PM CST. [important] This assignment assesses CACREP standards II.G.5.b, c, II.G.6.a, b, c, d; CMH: III.A5, C3, E3, I3, and SCH: III.C1, C5, I3, I5.

- **Class Wrap Up Video** (5 points)

During last week, we will use Flipgrid to do our class wrap up videos. In the video, you will address questions provided by your instructor. You will have to watch and comment on your classmate’s videos. The Class Wrap Up Video is due Sunday, July 31<sup>st</sup> by 11:59 PM [important].

### Evaluation/Grading

The due dates for all assignment are listed in the Syllabus and on Canvas and **must be completed by the date and time listed**. You should plan to work on your assignments around your life and submit them earlier in the week if need be. All assignments coming in any time after their due date/time will be reduced by 10% per day they are late. **NO** assignment will be accepted if submitted more than 4 days past due date.

Often time students wonder what constitutes a particular grade in the courses I teach. From my perspective, if a student has completed standard, average work on an assignment, then the work will receive a “B”. A grade of “A” denotes exceptional work beyond the basic and/or minimal expectation.

Since this is graduate level work, it is expected that students will hand in papers that are grammatically correct, have correct spelling, and conform to the [APA 7<sup>th</sup>](#) edition guidelines. Since APA 7<sup>th</sup> edition was recently introduced, I will accept papers that follow APA 6<sup>th</sup> edition guidelines. Do not, repeat, do not write papers as if talking to me, using common figures of speech. Writing is NOT talking and it takes practice, patience, and intentionality to break this habit. On each written assignment I will deduct points from the final score based on writing and composition skills, and APA formatting. If you believe there are weak areas for you, please utilize the [University Writing Center](#) as they are more than prepared to help you with writing, composition, and research skills.

A grade of I (incomplete) is discouraged and is assigned at the discretion of the instructor, when illness, death in the immediate family, or other unusual and unforeseeable circumstances not encountered by the other students in the class prevent completion of the course requirements by the end of the semester (per UT Tyler Graduate School Guidelines). Under these circumstances, a grade of I may be assigned when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.



Week	Assignment	Points		
1	Class Intro Video	5 points		
6 → 11	Growth Group Experience	25 points		
6 → 11	Growth Group Journal	15 points		
9	Group Proposal	25 points		
12	Class Wrap Up Video	5 points		
13	Final Exam	25 points		
<b>Total: 100</b>				
A → 100-90	B → 89-80	*C → 79-70	*D → 69-60	*F → 59-0 points

\*A grade of "C" or lower will require that you retake the course.

*Final grades will be available on or after the date designated by the University. Please do not send grade inquiries to the professor before this date. Any assignments or exams kept by the instructor will be retained until the last day of classes in the following semester, after which they will be shredded.*

**Professionalism.** The counseling program at UT Tyler lead directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional association (i.e., ACA Code of Ethics, 2014). Ethical violations may result in failure of the course and possibly dismissal from the program.

**Tentative Course Schedule**

**\*This syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items. All changes are the prerogative of the instructor.**

Week	Topic	Readings/Assignments
Week 1 5/10	Introduction and Orientation; Brief Course Overview	Syllabus  <b>Class Intro Video due on 5/15</b>
Week 2 5/17	Group Work as a Counseling Specialty – History, Types, General Characteristics Balancing Process and Content	Jacobs: Ch. 1
Week 3 5/24	Therapeutic Factors & Forces Group Dynamics	Jacobs: Ch. 2
Week 4 5/31	Models, Stages and Group Development Leadership Skills Overview I	Jacobs: Ch. 3, 14, 16
Week 5 6/7	Planning, Promoting, and Preparation Leadership Skills Overview II	Jacobs: Ch. 4, 5, 12 Jacobs: Ch. 9, 10, 11 (recommended)
Week 6 6/14	Leadership Skills Overview III/Leadership Challenges  <b><u>Growth Group (GG) Begins GG#1 Synchronous</u></b>	Jacobs: Ch. 6, 7, 8  <b>Journal #1 due on 6/19</b>
Week 7 6/21	Ethical, Legal, and Multicultural Issues; Group Work with Specific Populations  <b><u>GG#2 Synchronous</u></b>	Jacobs: Ch. 17  Multicultural and Social Justice – Competence Principles for Group Workers  <b>Journal #2 due on 6/26</b>

Week 8 6/28	Online Group Counseling  <b><u>GG#3 Synchronous</u></b>	Colon & Stern (2011). <i>Counseling Groups Online: Theory and Framework</i> .  <b>Journal #3 due on 7/3</b>
Week 9 7/5	<b>NO GROUP TODAY</b>	<b>Group Proposal due on 7/10</b>
Week 10 7/12	<b><u>GG#4 Synchronous</u></b>	<b>Journal #4 due on 7/17</b>
Week 11 7/19	<b><u>GG#5 Synchronous</u></b>	<b>Journal #5 due on 7/24</b>
Week 12 7/26	Termination; Overview of Group Theories	Jacobs: 13 & 15  <b>Class Wrap Up Video due on 7/31</b>
Week 13 8/2	<b>Final Exam</b>	

### Program and Departmental Policies

#### Clinical Mental Health Counseling Program Mission Statement:

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able to pursue impactful mental health careers within the community.

#### UT Tyler Department of Psychology and Counseling Student Code of Conduct:

<https://www.uttyler.edu/psychology/policies.php>

#### UT Tyler Clinical Mental Health Counseling Student Handbook:

<https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/>

### University Policies

#### UT Tyler Honor

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

#### Student Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

#### Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

#### UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates,

contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (**May 23<sup>rd</sup>, 2022**) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through

### **Financial Aid State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purpose of this rule, a dropped course is any course that is dropped after the census (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Accommodations for Students with Disability**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Also, please contact me privately as soon as possible so we can discuss your accommodation. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course.

**Student Absence Due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second-class meeting of the semester.

**Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
  - copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and

- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

**UT Tyler Resources For Students**

- [UT Tyler Writing Center](mailto:writingcenter@uttyler.edu) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](mailto:903.566.7254) (903.566.7254)